

911 GUIDE

SEE SOMETHING?
SAY SOMETHING.
DO SOMETHING.

Concerned about what you have witnessed in a student's behavior or class work? Call for assistance or a consultation.

TELEPHONE NUMBERS AT A GLANCE

(all numbers in 530 area code)

EMERGENCY – Life threatening situation:

Then, call Shasta College Campus Safety Dial 911
242-7910

PRINCIPAL ADMINISTRATORS (PA):

Assistant Superintendent/VP of Student Services	242-7621
Assistant Superintendent/ VP of Administrative Services	242-7525
Assistant Superintendent/VP of Instruction	242-7520
Associate VP of Human Resources	242-7640

ADDITIONAL RESOURCES:

BIRT (Behavioral Intervention Resource Team) – See “Report Incident” section (on right)	
Psychological Counselor, Student Health & Wellness Office	242-7583
College Nurse/Coordinator, Student Health & Wellness Office	242-7582
Student Services Office	242-7621
PACE (Partners in Access to College Education)	242-7790
Housing Resources (Residence Halls)	242-7739
One Safe Place	244-0117
Shasta County Health & Human Services, Mental Health	225-5200
24-Hour National Suicide Prevention & Crisis Hot Line	(800) 273-8255
Tehama County Mental Health	527-5631
Trinity County Human Response Network	623-2024
To find local resources, visit:	211.org

IF IN DOUBT, call Shasta College Campus Safety 242-7910

ASSISTING STUDENTS OF CONCERN

DISRUPTIVE STUDENT

A student whose conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self harmful behavior

Getting Help

If you are concerned for your/others' safety due to a student's disruptive and/or threatening behavior

Call 911 or Campus Safety

Report Incident

To refer non-emergency student behaviors file an online report as follows:

- Go to Campus Safety webpage
- Click on “Report an Incident Online”
- Scroll down to “File a Concerning Behavior (BIRT) Report
- Complete Online Reporting Form

Consultation

BIRT Team, Psychological Counselor, VP of Student Services and/or Campus Safety

DISTRESSED STUDENT

A student with a cluster of persistent behaviors who seems unduly anxious, sad, irritable, withdrawn, confused, lacking motivation and/or concentration, seeks constant attention or demonstrates bizarre, erratic behavior, or expresses suicidal thoughts

Getting Help

Refer to Psychological Counseling.

Administrative/Judicial Affairs:

Call a College Dean or Associate Dean, Campus Safety, or the VP of Student Services

Academic Status

Call and Consult
Dean of Enrollment Services
VP of Instruction

ILLNESS OR INJURY

Emergency medical or psychiatric situation: 911
Non-urgent: Refer to Student Health & Wellness Office, Building 2000, Room 2020

IF A STUDENT IS CAUSING A DISRUPTION

(BUT DOES NOT POSE A THREAT):

- Ensure your safety in the environment. Use a calm, non-confrontational approach to defuse/de-escalate the situation.
- Set limits by explaining how the behavior is inappropriate.
- If behavior continues, ask the student to stop and warn them that official action may be taken.
- If the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform them that refusal to leave may be a separate violation subject to discipline.
- If you believe there is a safety risk, contact Campus Safety. Immediately report the incident to the appropriate PA (listed above).

<p>SITUATION RESPONSE PROTOCOL</p> <p>The student's conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self-harm behavior.</p>	<p>SITUATION RESPONSE PROTOCOL</p> <p>The student shows signs of distress but I am unsure how serious it is. My interaction has left me feeling uneasy and/or really concerned about the student.</p>	<p>SITUATION RESPONSE PROTOCOL</p> <p>I am not concerned for the student's immediate safety, but he or she is having significant academic and/or personal issues and could use some support or additional resources.</p>
<p>Call 911 or Campus Safety</p>	<p>Refer Student to Psychological Counselor</p>	<p>Refer students to an appropriate campus resource</p>

INDICATORS OF DISTRESS (Look for clusters, frequency, duration, and severity—not just isolated symptoms)

ACADEMIC INDICATORS may include:	PHYSICAL INDICATORS may include:	PSYCHOSOCIAL INDICATORS may include:	SAFETY RISK INDICATORS may include:
<ul style="list-style-type: none"> • Decline in quality of work / grades • Repeated absences • Disorganized performance • Multiple requests for extensions • Overly demanding of faculty/ staff time and attention • Conduct that interferes with classroom or activity engagement • Bizarre content in writings/ presentations • You find yourself doing more personal rather than academic counseling during office hours 	<ul style="list-style-type: none"> • Marked changes in physical appearance including deterioration in grooming, hygiene, weight loss/gain • Excessive fatigue, listlessness • Sleep disturbances • Intoxication, hangover, smelling of alcohol • Disoriented or “out of it”/ forgetful • Garbled, rambling, tangential, disconnected, or slurred speech • Behavior out of context or bizarre • Loss of contact with reality • Delusions and paranoia 	<ul style="list-style-type: none"> • Self-disclosure of personal distress, family problems, financial difficulties, contemplating suicide, losses • Exaggerated personality traits (e.g., withdrawn or agitated, mutters under breath, slow response time to questions) • Unusual /disproportional emotional response to events • Excessive tearfulness, panic reactions, irritability or apathy, antagonism, and impulsiveness • Verbal abuse (e.g., taunting, badgering, intimidation) • Expressions of concern about the student by his/her peers 	<ul style="list-style-type: none"> • Unprovoked anger or hostility • Physical violence (e.g., shoving, grabbing, assault, use of weapon) • Implying or making a direct threat to harm self or others • Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out suicidal ideations/ violent behaviors—a “cry for help” • Stalking or harassing • Communicating threats via email, correspondence, and phone calls

BIRT - (Behavioral Intervention Response Team for Students of Concern)

PREPARING TO REACH OUT TO THE STUDENT	ENGAGING WITH THE STUDENT	MAKING A REFERRAL
<ul style="list-style-type: none"> • Know the available campus resources and the referral process. • Consult with Campus Safety or the PA to explore the issues involved and course of intervention, which might include contacting the parents/guardian. • Review your physical environment and make provisions for your safety and that of others. If necessary, notify colleagues in close proximity of your intended intervention. • Allow sufficient time to thoroughly address the issues of concern. • Remain calm and know who to call for help in case of need. • When a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way, call Campus Safety. • If you decide not to have direct contact with the student, report the incident to the appropriate PA. 	<ul style="list-style-type: none"> • Connect with the distressed student. If safe, meet and talk in private to minimize embarrassment and defensiveness. • Clearly express your concerns focusing on the behavior in non-disparaging terms. • Do not challenge, shock, or become argumentative with the student. • Listen empathetically and supportively. Repeat the student's statement to clarify and to demonstrate an understanding of the student's perspective. • Do not try to minimize the student's distress. • Ask if the student is considering suicide. Asking does not plant ideas in the student's mind. • Offer supportive alternatives. • Respect the student's privacy without making false promises of confidentiality. • Explore the student's support system(s). • Emphasize the importance of professional help for the student. • Offer resources and referrals. 	<ul style="list-style-type: none"> • Be frank with the student about your limits (time, expertise, student's reluctance to talk). • Direct student to a preferred assistance source. • Recommend services and provide student with realistic expectations. • Frame any decision to seek and accept help as an intelligent and wise choice. • Reassure them that students often seek help over the course of their college career to effectively achieve their goals. • Make sure the student understands what actions are necessary. • Encourage and assist the student to make and keep an appointment. • If necessary, find someone to stay with the student while calls to the appropriate resources are made, and offer to escort the student. • Set a follow-up appointment with the student.

SEE SOMETHING... SAY SOMETHING... DO SOMETHING.

IN GENERAL

Responding to Students of Concern:

Safety first:

The welfare of the student and the campus community is the top priority when a student displays threatening or potentially violent behavior. The most effective means of preventing suicide and violence is providing coordinated professional help and follow-up care.

Trust your instincts:

If you experience any sense of unease about a student, it is important to pay attention to those inner signals. Seek consultation from the Department Dean, your supervisor, a PA, Psychological Counseling Services, or Campus Safety. Promptly report safety concerns and conduct code violations (BP 5500 / AP 5500).

Listen sensitively and carefully:

Distressed students need to be seen, heard, and helped. Many students will have trouble articulating their real differences and feelings. Do not be afraid to ask students directly if they are under the influence of drugs or alcohol, feel confused, or have thoughts of harming themselves or others.

Be proactive:

Engage students early on, setting limits on disruptive or self-destructive behavior. Use the Student Code of Conduct found on the Student Services webpage or in the class syllabus to inform students in writing of standards and expectations for campus/classroom conduct and of possible consequences for disruptive behavior. Devote time to reviewing this information in the syllabus or your policies and procedures manual.

Avoid escalation:

Distressed students can be sensitive and easily provoked. Avoid threatening, humiliating and intimidating responses. Use a non-confrontational approach. Help them connect with the necessary campus or community resources for assistance.

No excuses: Disabilities are not considered legitimate excuses for disruptive behavior on a college campus.

Help them get help:

Be available. Show interest and offer support. Refer the students to campus departments or offices that have the necessary expertise and personnel to help them. Use one of the Telephone Numbers at a Glance on the front of this folder.

Work as a team:

Share information and consult with the appropriate college official to coordinate care for the student, including when to reach out to parents. Safeguard a student's privacy rights. Serious or persistent inappropriate behavior should always be reported to a PA and may result in misconduct charges.

What about

PRIVACY LAWS & CONFIDENTIALITY?

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern under the following circumstances:

- Shasta College may disclose personal identifiable information from an "educational record" to appropriate individuals in connection with a health and safety emergency. Information may be released to parents, police, or others, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- Information can be released to College personnel when there is a specific need to know and should be limited to the essentials of College business.
- Observations of a student's conduct or statements made by a student are not "educational records" or FERPA protected. Such information should be shared with appropriate consideration for student privacy.

What if a student reacts negatively or

SAYS HE/SHE HAS A DISABILITY?

- Student must be given appropriate notice regarding standards of conduct and the disciplinary process.
- All students, including those with a disability, are held accountable to reasonable behavior standards. This practice gives students the respect and dignity of personal responsibility for their actions.
- Setting and enforcing such standards may encourage students to obtain needed help.
- Shasta College does not have to tolerate violent, dangerous, or disruptive behavior, especially when it interferes with the educational mission of the College, even if such conduct is the result of a disability.
- A student with a disability may be disciplined for engaging in misconduct if the College would impose the same discipline on a student without a disability, and if the student has been provided with the appropriate reasonable accommodations in the designated time.
- Shasta College is charged with "establishing reasonable rules to maintain a safe and orderly environment" while assuring fair treatment for students with disabilities.

BIRT (Behavioral Intervention Response Team for Students of Concern) - The BIRT Team and the Student Health & Wellness Office has developed this informational guide to assist faculty, staff, students and the college community in recognizing and assisting students in distress.

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